

CONVERSATIONAL IMPLICATURE IN THE EFL CLASS

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ABSTRACT

This study aims 1) to explore the meanings of conversational implicature produced by the lecturers in the EFL class, 2) to explore the reasons the lecturers use conversational implicature, and 3) to explore the students' responses to the lecturers' implicature. The sample of this research was three EFL lecturers in one of the Universities in Makassar. The instruments were observation checklists and interview protocols. This study shows that (1) the meanings of conversational implicature spoken and written by the lecturers, namely the lecturers or the informants, intended to ask questions, request, say something, clarify, suggest, and motivate the students. (2) Based on the reasons, the informants uttered conversational implicature because: (a) the students did not answer the question, (b) the lecturer heard that the students were difficult to join in LMS, (c) the lecturer wanted the students to read the e-book, (d) the lecturer wanted to give the motivation to do the assignment, (e) the students just copy-pasted the answer from google, (f) lecturer wanted to check students' comprehension about the material, (g) the lecturer wanted to clarify something, and (h) to explain something. (3) The students' responses to the lecturers' implicature are doing something, shaking their head, nodding head, and laughing.

Keywords: *conversational implicature, flouting maxim, EFL lecturers, students' responses on lecturers' implicature*

A. INTRODUCTION

A language is a tool of communication used by people to communicate. Communication is a willingness to switch information. The conversation consists of two or more participants, namely a speaker and a listener. The people used the language to deliver their ideas in various ways. The language can be silent or pause in the verbal action called utterances (Johnson, 2003; Rahayu, 2016). Each utterance produced by the speaker can contain an utterance or the speaker's meaning and sentence meaning. Utterance meaning refers to what the speaker implies or what the speaker means, while sentence meaning is what a sentence itself means. It deals with literal or lexical meaning. When we talk about utterance meaning, it deals with implicature (Hurford et al., 2007; Dwi, 2015).

In this study, the researcher identifies the implied meanings mainly found in the EFL class. Based on the researcher's experience, when studying English at Pascasarjana, one of the Universities in Makassar in the academic year 2018/2019, the researcher thinks that the lecturer's utterance contains implicit and pragmatic meaning. For example, during the teaching and learning process, the lecturer and the students talked about culture. The lecturer tested the students' background knowledge about culture definition before starting the lesson. In that situation, some students answered the question from the lecturer, but only one student responded to the question correctly. After that student said

the answer, the lecturer said, “Graduate student”! She was smiling at the students. Spontaneously, all of the students in the class laughed and repeated what the lecturer just said. The researcher and all students in the class understood what the lecturer implied. The utterance “graduate students” has implicit meaning because, indirectly, the lecturer believes that all the students in the class are graduate students, and we already learned about that so we could answer the question.

Besides implicit meaning, there is also pragmatic meaning produced by the lecturer found in the EFL class. Before starting the lesson, the lecturer saw that the whiteboard is dirty, so she said, “the whiteboard is dirty, isn’t it?” It means that the lecturer is not asking about the whiteboard, but she intends to erase the whiteboard. However, none of us understood what the lecturer implied. Because no student erases the whiteboard, the lecturer directly asked one of us to come forward and clean the whiteboard.

The researcher wants to explore the lecturers’ implicit meanings in the EFL class and determine why they use conversational implicature and investigate the students’ responses to the lecturers’ conversational implicature. The focus of this study is that the researcher focuses on the EFL lecturers’ utterances and sentences that contain implicit meaning when communicating with the students in EFL class and the students’ responses to the lecturers’ utterances or sentences. Classroom interaction is essential to observe in discourse analysis studies because it can create an idea of how the teachers and the students interact to obtain better English language teaching achievement.

Some scholars had been conducted studies on conversational implicature proved that this study is essential to explore (Nanda et al., 2012; Alduais, 2012; Dwi 2015, and Purba, 2018). For example, the first study conducted by Nanda et al. (2012), where their research focused on investigated conversational implicature delivered by the presenter in Take Me out Indonesia. The second study by Alduais (2012) investigated the flouting maxims on non-standard Arabic language. The third is Dwi E.S (2015), where her study was about analysis flouting maxim in EFL class. The last previous study was by Purba (2018), where she investigated her child’s utterances, who are five years old. In her research, she focused on language acquisition and conversational implicature.

All these studies proved that people tend to speak implicit meaning when communicating with other people. Therefore, the study on conversational implicature is still crucial to be conducted by the researcher. All the previous researchers are not investigating lecturers’ implicit meanings, so the researcher is interested in studying conversational implicature produced by EFL lectures in the EFL class using Grice’s cooperative principle (1975). It explores the meanings of conversational implicature produced by the lecturers in EFL class, determine why the lecturers use implicit meaning when communicating with the students, and investigate the students’ responses to the lecturers’ meant.

The researcher found that EFL lecturer sometimes utters the implied meanings when communicating with the students in the class. Therefore, the utterance spoken by the lecturer can make the students confused. Based on Grice’s theory, the speaker should follow the cooperative principle called maxim, namely maxim quantity, quality, relevance, and manner to make the communication run smoothly. Therefore, the researcher aims to reveal EFL lecturers’ utterances or sentences that deal with conversational implicature and students’ responses when they heard or read lecturers flouting maxim. Regarding this problem, then the researcher formulates three research questions, namely:

1. What are the implied meanings in conversational implicature between the lecturers and the EFL class students?
2. What are the reasons for the lecturers to use conversational implicature when communicating with the students in the EFL class?
3. How are the students' responses to the lecturers' implicature in the EFL class?

B. REVIEW OF RELATED LITERATURE

1. Implicature

The implicature is an utterance produced by the speaker that has indirect or implicit meaning. It can occur when the speaker wants to deliver her/his ideas or opinion about something implicitly or indirectly in a conversation. Herbert Paul Grice, a British Philosopher of language in 1975, introduced the opinion about implicature, which mentions that implicature is related to the terms imply, suggest, and mean. Implications are assumptions that should be understood together both by the speaker and the speech partner as the doer of the conversation in conducting speech acts.

2. Conversational Implicature

The conversational implicature refers to implied meaning where what is said by the speaker is different from what is meant. Grice (1975, p. 39) says that "conversational implications are typically connected to what is said rather than the way it is said". He suggests that to achieve good communication, both the speaker and the hearer need to follow Grice's cooperative principles, namely maxim quantity, quality, relevance, and manner. First, the maxim of quantity means the speaker should provide information as informatively as required. Second, the maxim of quality means the speaker should give information based on the facts. Third, the maxim of relation means the speaker should speak relevantly to the topic of conversation. Fourth, the maxim of manner means the speaker should speak clearly; the utterance can be understood and not ambiguous.

The implicature focuses on the violation of maxim. If the speaker violates these maxims deliberately, then the speaker must observe the cooperative principles on a deeper level, or the hearer cannot understand the speaker's intention (Levinson, 1983; Damayanti, 2019). In this study, the researcher focus on conversational implicature, which talked about implied meaning spoken and written by the EFL lecturers in the EFL class.

3. Types of Conversational Implicature

Grice (1975) divides conversational implicature into two categories: generalized conversational implicature and particularized conversational implicature. Generalized conversational implicature occurs without reference to any particular features of the contexts. It means that the hearer does not need to have special knowledge to know the meaning of a conversation because the context used in this type is a general conversation. The interlocutor can directly understand the meaning of a conversation. Further, Grice stated that "whenever you say (i) means you implicate (ii).

- For instance:
- (i) A man stole a car.
 - (ii) The car was not the man's car.

(Purba, 2018)

In contrast, particularized implicature happens regarding any particular features of the contexts. It means that the hearer needs to have background knowledge or inferences in calculating the additional conveyed meaning. The particularized

conversational implicature also requires the listener needs assistance to understand a conversation's meaning. The answer could be yes or no.

Example:

Carol : Are you coming to the party tonight?

Lara : I've got an exam tomorrow.

(Yule, 2006)

The example of dialogue above is how Lara responds to Carol's questions about whether she can go to the party. Unfortunately, Lara cannot go to the party because she has an examination tomorrow. To make Lara's response relevant, Carol assumes that Lara will spend her time studying in her home in the evening; therefore, she is not coming to the party.

4. Figurative Language

The figurative speech is the style of language that someone uses to convey messages imaginatively or figuratively. The goal is that the reader can feel specific emotional effects from the language style. Therefore, figurative language cannot be understood if we do not understand what the figure means (Wijayati, 2018).

The figurative language also relates to implicit meaning. The irony, metaphor, and hyperbole can be analyzed in conversational implicatures (Grice, 1975; Wilson & Sperber, 2015). First, irony means praising at the beginning but showing the proper intention at the end of the sentence. For example *pandai sekali kamu! Matematika bisa mendapatkan nilai nol besar*. (How clever you are! You get a big zero in mathematics). Second, metaphor means one object is compared to other objects that are similar but not human. For example, *kita harus waspada dengan orang itu karena ia terkenal panjang tangan*. (We must be careful with that person because he is famous for his long hands.) The last is hyperbole, which means expressing something with an excessive impression and even comparing things that make almost no sense. For example *Dinda menangis sampai air matanya habis karena kehilangan dompet*. (Dinda cries until her tears run out because she lost her wallet.) (Wijayati, 2018).

C. RESEARCH METHODOLOGY

This study employed qualitative research. According to Moleong (2005), qualitative research describes a phenomenon experienced by research subjects using scientific methods in words by looking at specific contexts such as behaviour, perceptions, motivation, and other actions. The researcher wanted to explore the conversations between the lecturers and the students in the EFL class; therefore, this study's focus is the lecturers' utterances and sentences that deal with conversational implicature. The researcher chose three EFL lecturers as the informants, and the researcher used Grice's cooperative principle to measure the lecturers' implicature when teaching in the EFL class. The EFL class refers to one of the Universities in Makassar where the lecturers taught English courses like WhatsApp group, zoom meeting, and google classroom.

In this study, the researcher conducted her research at one of the Universities in Makassar, South Sulawesi. In choosing the participant, the researcher used a purposive sampling technique. The researcher used observation checklists and interview protocols as the research instruments to measure the conversational implicature in the EFL class. First, the researcher used the observation checklist to explore whether the lecturers, when

teaching or communicating with students, violate Grice's cooperative principle (1975), namely, violating the maxim of quality, quantity, relevance, and manner. Besides, the researcher wanted to find out whether the lecturers speak figurative languages, such as irony, metaphor, and hyperbole. Second, the researcher used the interview protocol to direct participants to focus on research topics. The researcher interviewed the three EFL lecturers and the students who enrol in the lecturers' class. The lecturers' interview explores the implied meanings spoken and written by the EFL lecturers and explores the reasons for the lecturers to use conversational implicature in the EFL class. Besides, the researcher also interviewed the students. It aims to explore their understanding and their responses to the lecturers' implicature. The lecturers' interviews were based on the researcher's observations via WhatsApp group, zoom meeting, and google classroom. While the interview for the students is related to their lecturers' utterances or sentences of what they heard or read when learning English. Both the questions in the interview written in English.

In collecting the data, the researcher conducted observations and interviews. When the teaching is via WhatsApp, the lecturers/the students invited the researcher to join in WhatsApp groups, and then the researcher joined the group. During observations, the researcher act as a passive observer means that the researcher did not participate as the students. The researcher copy-pasted the conversations between the informants and the students in the WhatsApp group. If the researcher found a voice note in the chat, the researcher wrote the transcript. When the teaching is via zoom meeting, the researcher joined the meeting, and the researcher recorded the meeting by using an audio recorder. Meanwhile, when the teaching is via google classroom, the informant usually uploaded the material in video presentations. Hence, the researcher downloaded the video presentation, the researcher listened to the video, and the researcher wrote the transcript. During conducting observations, the researcher fills the observation checklists if the researcher found the implicature during the observations. The researcher interviewed the students via Whatsapp, like telephone, video calls, voice notes, and chat. The researcher also conducted interviews for the informants via WhatsApp, like chat and telephone.

After obtaining the data, the researcher used some techniques in analyzing the data in discourse analysis, namely selecting data, transcription, interpreting, reporting, and summary (Wood & Kroger, 2000; Mahmud, 2017). First, the researcher chooses data related to this study's problem, namely the lecturers' conversational implicature, before analyzing the data. The researcher then noted the data from observation checklists and asked about the lecturers' utterances based on the researcher's observations via WhatsApp group, zoom meeting, and video presentation in google classroom. Second, the researcher types the transcripts from the recordings and interviews from the lecturers and the students. Third, the researcher interpreted the data after typing the transcripts for each observation. In interview questions for EFL lecturers, the researcher clarified her understanding based on observations in the WhatsApp group, zoom, and google classroom. The researcher analyzed the answers from the lecturers based on Grice's theory, namely conversational implicature. The interview questions for the students are based on their experience taught by their lecturers. The researcher asked them whether they ever heard the lecturers' utterance or read a sentence when learning English online. The researcher also asked their understanding and their responses to the lecturers' implicature. The researcher analyzed the students' answers based on Grice's theory, namely flouting maxim quantity, relevance, quality, and manner. It also includes irony, metaphor, and hyperbole utterance. Fourth, after interpreting the data, such as research

methods, findings, discussion, and results, the researcher reports it. After identifying the problem, collecting the data, and analyzing the data, the researcher finally wrote the report of this research results.

D. FINDINGS AND DISCUSSION

1. The Meanings of the Informants' Conversational Implicature

To analyze conversational implicature, Grice divides conversational implicature into two categories, namely generalized conversational implicature and particularized conversational implicature. Based on the observations via WhatsApp group, zoom meeting, and video presentation in google classroom, the researcher found some utterances or sentences spoken and written by the three lecturers or informants when teaching English in the EFL class. The data as follows:

a. Generalized Conversational Implicature

The generalized conversational implicature occurs without reference to any particular features of the contexts. It means that the hearer does not need to have special knowledge to know the meaning of a conversation because the context used in this type is a general conversation. Based on the researcher's observations, the researcher found the generalized conversational implicature as follows:

Extract 1: to ask students to answer the questions

The researcher took this extract from the first observation on Wednesday, September 2nd, 2020, in the WhatsApp group, namely Psycholinguistics B 18. The researcher copy-pasted the chat from the WhatsApp group and downloaded the lecturer's voice note. Ma'am gave greetings and saw the students did not answer a question about the development of babies' speech production.

- Student A : *Walaikumsalam iye mam*
(Peace be upon you too, yes ma'am)
- Student B : *Walaikumusalam yes mam*
- Student C : *walaikumussalam, iye ibu*
- Lecturer : (send voice note) Okay the students today we focus on the development of speech production of a babies including the development of speech production starting from vocalization, and then move to babbling and then come to speech production, and since you have read page 3 to page 20 in a certain time that I have given you I think it's enough, and I like to see how you comprehend the written text concerning the term here in first slide, but I hope that only two students respond to each what is mean by vocalization, what is babbling, and what is speech production? (Mam send the slide. It is about the development of speech production).
- Lecturer : Please practice your spoken English! (ma'am reply the student A greeting)
- Lecturer : Give response on vocalization! (ma'am reply the student B greeting)
- Lecturer : Explain about babbling! (ma'am reply the student C greeting)
- Lecturer : (send a voice note) **Hello! I have been waiting five minutes. Where are you students?**

The question **“Hello! I have been waiting five minutes. Where are you students?”** means that the lecturer intends to make the students answer the questions. The lecturer asked the students to start the discussion by giving some questions about the development of babies’ speech production, and she tags three students, are students A, B, and C. However, students A, B, C did not respond to the lecturer’s question immediately. The lecturer’s question above is classified as general conversational implicature because the students do not need special knowledge to know the lecturer’s meaning. Based on the observation, the researcher saw that the students understood the question **“where are you students?”** which means that the lecturer is not asking their location, but ma’am wanted to see them answer the questions.

Extract 2: to make students read the material before discussing

The researcher took this extract from the first observation on Wednesday, September 2nd, 2020, in the WhatsApp group. The researcher downloaded the lecturer’s voice note, and the researcher copy-pasted the chat from the WhatsApp group. Ma’am asked the students to discuss speech production, but the students did not answer it.

Lecturer : (send voice note) Now, let’s talk about speech production. The speech production in babies develop language linguistic development is divided into two, early speech stages and later speech stages. In this stage, the babies produce the sound not automatically but based on certain intention.. However, the way the babies use the language is different from the way adult use the language. I hope that you know the differences starting from naming one word utterance, and then holophrastic function one word utterance, the next telegraphic speech two and three word utterances, and morpheme acquisition. Now let’s discuss the three the first three naming one word utterance, holophrastic function, and telegraphic speech. What do they mean? Okay I wait for your response.

Lecturer : **Oh, does it mean that you haven’t read the pages?**

The question **“Oh, does it mean that you haven’t read the pages?”** means that the lecturer intends to make the students realize the importance of reading the materials before the meeting so that they can feel a little bit guilty for not reading. The context is that ma’am gave the students time to read the e-book before discussing the material about speech production in babies. However, after asking them to discuss, the students did not answer the question. Ma’am said a speech figure is ironic because ma’am insinuated that they must read the material before discussing it in the WhatsApp group. After ma’am said the question, ma’am hopes students read e-books or browse on the internet about the material before discussing via WhatsApp group. If there is no special knowledge to know the meaning of a conversation, it called generalized conversational implicature.

Extract 3: to explain something

The researcher took this extract from the first observation on Thursday, August 27th, 2020, via a zoom meeting. The researcher recorded the conversation between the lecturer and the students by using an audio recorder. Ma’am gave the students direction to access syamok and join in Language Assessment B course in syamok.

Lecturer : *Okay you may ada yang sudah masuk? Ada yang sudah berhasil masuk?* (okay, have you logged in? Does anyone success log in?)

Student : (no answer)
 Lecturer : okay if you already ee.. you can access it. You may go to the faculty here and then go to our faculty, languages and literatures. **Unfortunately, because it is still fresh from the oven fresh from the oven website LMS,** and or kinds of module, the language itself still...

The utterance “**it is still fresh from the oven LMS website**” refers to syamok. Ma’am intends to explain that syamok is a new LMS. LMS stands for a Learning Management System that ma’am used to teach Language Assessment course, while “syamok” stands for System and Application Management Open Knowledge. The context is ma’am taught via zoom meeting for the first meeting, and after explaining the material about the test, she asked the students to access syamok. When the students open the LMS, they did not know how to join in Language Assessment B because that was the first time to access syamok. Ma’am heard that many students were not logged in yet in syamok and ma’am mentioned that they should use their SIA account (Academic Information System) to log in to syamok.

Based on the researchers’ opinion, the utterance “**it is still fresh from the oven LMS website**” is a generalized conversational implicature because the students do not need special knowledge to know the meaning. The students can know the meaning “fresh from the oven” means that syamok is a new LMS, and they are not familiar with this website because that was the first time for them to use that LMS.

Extract 4: to ask the students to read the book

The researcher took this extract from the fourth observation on Thursday, September 17th, 2020, in google classroom. The researcher downloaded a video presentation uploaded by ma’am in google classroom. Ma’am already explained the formula of test reliability in a video presentation, and she advised the students to understand the formula by themselves.

Lecturer : Reliability is estimated as the correlation of the rating of one judge and those of another especially in measuring speaking or writing ability the formula is using r_{tt} ya that one interrater and intrareter reliability ya, and then oh ya it’s for split half reliability, spearman brown odd even correlation but intrareter reliability also has r_{tt} , r_{tt} symbols there ya. Okay kuder Richardson 20 and kuder Richardson 21, and then crombach’s alpha, homogeneity, internal consistency. Yes test reliability or decision accuracy. Kr 20 k test items numbered 1 means 1 to k is, ya look at this formula! **Then, again I have to remind you that you have to see it by yourself and then try to understand it ya, although it needs time to understand this kind of formula because especially we are not from mathematics, we are not from physics, physics department...**

Based on the extract above, the researcher heard that ma’am said, “**we are not from mathematics, we are not from physic department,**” ma’am imply that the students need to learn the formula for the test reliability by themselves. The context is ma’am explaining test reliability, but ma’am did not explain the formula in a video presentation. Because there are many formulas and calculations, ma’am then suggested the student read the e-book, namely English Language Testing, that ma’am had uploaded

in syamok. Ma'am hopes that students read the e-book; thus, they could understand the formula, especially for test reliability, because it deals with numbers and calculation.

The utterance **"we are not from mathematics, we are not from physic department"** included generalized conversational implicature because the students do not need special knowledge to know the meaning of the utterance. It implicates that even though ma'am already explained the formula, the students cannot understand if they did not learn it by themselves. Based on the interview, ma'am said that *"mata kuliah itu lumayan berat untuk anak bahasa ya"* (the course is quite hard for literature students) means that the Language Assessment course is indeed hard because it deals with formulas, numbers, calculations, test, evaluate the test, and so on. Therefore, when English students were given an assignment about calculation, they were confused because they never learn about that in the previous semester.

Extract 5: to motivate the students to do their assignment

The researcher took this extract from the fourth observation on Monday, September 28th, 2020, via zoom. The researcher recorded the conversation between the lecturer and the students by using an audio recorder. Sir gave the students an assignment, and he advised them that the assignment is their best friend.

Lecturer : iya, so this is the end session of this course, I hope you happy all and again thank you for joining in my class, the home assignment not many assignment I think for this week, so you can finish all you assignment and give it to me, that's also from another lecturers and then assignment is not your enemy, **so let me advise you, assignment is your truly friend, alright? So, enemy again I said assignment is not your enemy, assignment is your truly friend, alright?**

The utterance, **"assignment is not your enemy, assignment is your truly friend, all right?"** means that the lecturer wanted to motivate students to do their assignment. The context is Sir gave an assignment to the students to summarize each chapter on the e-book, namely Introduction to management by Kurt Darr, at the end zoom meeting. Sir said, **"enemy is not your enemy, assignment is your truly friend."** Sir intended that students do not feel that assignments are negative things, and they do not assume assignments as a burden, but instead, assignments are their best friend. By saying this utterance, Sir hopes that students' opinion about the assignments is not negative anymore, but they accept it as their best friend.

The utterance **"enemy is not your enemy, assignment is your truly friend"** is generalized conversational implicature. The students could easily understand the meaning of that utterance that Sir intends to advise the students that the assignment is like their best friends, so they should accept the assignment with pleasure.

Extract 6: to suggest the students using their words

The researcher took this extract from the seventh observation on Monday, November 2nd, 2020, via the WhatsApp group, namely Intro to Management BEC A. The researcher copy-pasted the chat from the WhatsApp group. Sir asked a question about the definition of leadership in chapter 8. He sarcasms student A because his answer looks like he took it from Google.

[09:28] Lecturer : Do you know what is leadership ?

- [09:32] Student A : Leadership is a field that includes the ability of a person or an organization to lead or guide other people, teams, or within the organization.
- [09:33] Student B : Leadership is a process of social influence, which maximizes the efforts of others, towards the achievement of a goal. ... Leadership stems from social influence, not authority or power. Leadership requires others, and that implies they don't need to be "direct reports"
- [09:33] Students C : Leadership is the art of motivating a group of people to act toward achieving a common goal
- [09:33] lecturer : 👍*according to whom? Siapa yg bilang ini...Google ya..?*
(the lecturer asked student A)
(According to whom? Is it from Google?)
- [09:35] Lecturer : Ok...
- [09:35] Student A : *Hehe saya translate di google Sir* 😊
(I translate it in Google, Sir).

The utterance "*Siapa yg bilang ini...Google ya?*" (According to whom? Is it from Google?) means that Sir wanted to suggest that the students not copy-paste the answer from google but must use their words. The lecturer asked the students about chapter eight on the e-book, namely Introduction to management by Kurt Darr. Sir asked the students about the definition of leadership, and the students answer the question. Four minutes later, student A answered the question. Based on the interview, Sir thought that student A got the answer quickly. Therefore, Sir thought that he copy-paste his answer from Google, but student A said that the answer was based on his opinion and translated it on Google translate. After that, the other students answered the question by saying, "I think....., in my point of view....., in my opinion....., based on my opinion....." and Sir appreciated them by saying, "good personal opinion."

Based on the researcher's understanding, sir utterance contains irony as it indirectly offends student A why his answer is similar to the answer from Google. In answering questions from lecturers, Sir hopes students should use their words or ideas to show that they understood what they have read either in modules, books, or on the internet. If the students do not need to have special knowledge to understand an utterance's meaning, it is called generalized conversational implicature.

b. Particularized Conversational Implicature

The particularized conversational implicature means that the listener needs to have the background knowledge to know the meaning of a conversation. It also requires someone to help the listener to understand the meaning. Based on the researcher's observation, the researcher found the particularized conversational implicature as follows:

Extract 7: to make the students experience their stage on language production

The researcher took this extract from the sixth observation on Wednesday, September 7th, 2020, in the WhatsApp group. The researcher copy-pasted the chat from the WhatsApp group. Ma'am sent two pictures of yellow rice and mixed rice, and the students asked to comment about the pictures.

- Lecturer : (send pictures of yellow rice and mixed rice) **In your mind? Your own process, please!**
- Student A : The first one is the Conceptualization Stage. This is when spontaneously thinks of what I'm going to say about the picture. The second stage is the Formulation Stage. This is when I think of the particular word "*Nasi goreng*". The third stage is the Articulation Stage. This is when I physically says "oh it is *nasi goreng*". The fourth stage is called the Self-Monitoring Stage. This is when I reflects on what I have said and makes an effort to correct any errors in my speech." is it *nasi goreng*?"
- Student B : The two pictures are food. The first pictures is look like a penguin, and the second picture is look like a goat.

The question "**In your mind? Your own process, please!**" is categorized as particularized conversational implicature because the students should need the knowledge to interpret what the lecturer meant. They should answer the question by involving their stage of language production. Based on the interview, ma'am said, "to let them realize through the real experience of those stages of language processing." It means that ma'am sent those pictures because ma'am wanted the students to involve four stages of language production, namely 1) conceptualization, 2) formulation, 3) articulation, and 4) self-monitoring based on their experience after seeing the pictures.

The context is the material taught by ma'am is about language production. Ma'am asked the students about the stages before producing the language. There are several answers from the students that show that they know the stages before producing the language. Therefore, to check the students understand the stages, ma'am sent two pictures, and she asked the students about their stages after looking at the pictures. However, many students did not understand what ma'am implies because they only saw two foods that looked like animals. Many students answered that the mixed rice looks like a duck or a penguin and yellow rice looks like a goat. Ma'am expected that the students were involved in their language production stages after seeing those pictures, but only a few of them answered the question by involving their language production.

Extract 8: to clarify something

The researcher took this extract from the first observation on Thursday, August 27th, 2020, via zoom. The researcher recorded the conversation between the lecturer and the students by using an audio recorder. Ma'am asked the students to share the screen via zoom. When ma'am asked student A to share his screen via zoom, ma'am was laughing.

- Lecturer : Can you share your screen? Can you help us by share your screen?...
- Student : (no answer)
- Lecturer : is this Rezky Abdal or Abdi's speaking?
- Abdi : Abdi Ma'am.
- Lecturer : **Abdi, abdi oke, can you share your screen Abdi or?**
- Abdi : in WhatsApp?
- Lecturer : **in WhatsApp?** (lauhing)
- Abdi : (laughing)

The utterance "**in WhatsApp?**" means that ma'am never heard someone can share the screen in zoom meeting via WhatsApp. The context is ma'am taught via zoom

meeting, and she asked the students to access syamok. As mentioned in the previous extract, syamok is System and Application Management Open Knowledge, which the lecturer uses to teach the course. That was the first time for the students to access syamok, so they did not know how to log in to join the Language Assessment B course. Because ma'am enrolls herself as a lecturer, she was challenging to show her screen because she does not enrol herself as a student. Abdi, as a student, helped ma'am by mentioning the parts of syamok, but ma'am asked him to share his screen via zoom meeting. However, Abdi asked if he could share the screen only via WhatsApp. Ma'am then repeated what Abdi just said while she was laughing. Abdi also laughed and answered that he did not know how to share the screen using the phone. Therefore, he helped ma'am by mentioning the parts in syamok such as message, profile, settings, grades via zoom.

The question “**in WhatsApp?**” is categorized as particularized conversational implicature because the students need prior knowledge to know the meaning of the utterance. Since they learned via zoom in the previous semester, they should know that they can only share the screen via zoom meeting, not in WhatsApp. Based on the interview, Ma'am said, “I know my students were quite familiar with zoom because they already have it ee for the last semester because ee LA B students I think they are already having the same the same situation even not all semester last semester.” The word LA B students stand for Language Assessment Class B, where ma'am taught them through zoom. Ma'am thinks they used zoom frequently in the last semester because the class was still online in the previous semester.

Extract 9: to say something

The researcher took this extract from the second observation on Monday, September 14th, 2020, via zoom. The researcher recorded the zoom meeting by using an audio recorder. Sir explained recruiting employees, and he mentioned the employee's characteristics by using the local language.

Lecturer : You have to select, the process of <X words X> is important based on recruiting personal of employment. If we have good selection and we receive <X words X> and we have to guarantee that one hundred percent those staff those personal will work collaboratively in their work appropriately. If the staff work appropriately, they can internalize the company objectives and then we can easily to achieve the goal of the company. *Jadi kalau stafnya bagus, karakternya bagus, **tidak paka balli-ballisi, tidak paka seno-seno, atau tidak kasi naik, tidak selalu pace. Apa itu pace? Panaicera, nah itu bagus.***

The utterance “*jadi kalau stafnya bagus, karakternya bagus, **tidak paka balli-ballisi, tidak paka seno-seno***” categorized as particularized conversational implicature because the students need prior knowledge to understand the meaning of the local language. The context is when explaining how to recruit an employee in a company via zoom meeting, and Sir spoke three languages, namely English, the local language, and Indonesian. He mentioned the bad characteristics that the students should avoid by saying, “***tidak pakaballisi, and panaicera.***”

Based on the interview, the word “***tidak pakaballisi***” means not annoying someone, while the word “***tidak selalu panaicera***” means not always making someone angry. The lecturer uttered this sentence to describe the wrong attitude of the employee

when working in a company. Of course, this behavior is not suitable for candidate employees, namely BEC students who will later work in a company. Based on the interview, sir said, “*oh iya iya jadi saya jelaskan itu adalah <X words X> bawahannya yang kadang-kadang balelo artinya dia tidak ikut arahan*” (yes it is, so what I explained is the subordinates who sometimes *balelo* means not following the directions). Therefore, if an employee breaks the rules, they should give guidance, direction, and reminder so that employees do not repeat their mistakes anymore.

Extract 10: to explain something

The researcher took this extract from the fourth observation on Monday, September 28th, 2020, via zoom. The researcher recorded the meeting by using an audio recorder. Sir explained the contribution of theory x and theory y from Douglass McGregor towards recruiting an employee.

Lecturer : That is the strategy, so the manager facilitate to handle all things regarding with this, personality of behaving that is means theory “x” and theory “y”. It is important to be a manager, to decide position, or the staff how to control based on the? Performance based on the? Attitude, based on the? Behaviour. *Jadi tidak sembarang itu orang duduk disitu di tempat kerja. Ih kenapa dia bisa dapat posisi ini? Ask yourself, recognize your personality, listen your personality, listen your body, oh saya keras kepala, tidak suka kerja ya syukur I got this position. Kalau if I in those position probably I cannot finish, I cannot take care of myself to complete the task given to me, that is why the personality might not require in the position. Ya saya kira begitu ya? Jadi kontribusinya luar biasa teori ini dan ini tidak menerima karyawan dengan buta-buta kalau menganut teori ini ya.*

(That is the strategy, so the manager facilitates to handle all things regarding with this, the personality of behaving that is means theory “x” and theory “y”. It is important to be a manager, to decide position, or the staff how to control based on the? performance based on the? Attitude, based on the? Behaviour. So not just anyone can sit in the position. Why did he get this position? Ask yourself, recognize your personality, listen to your personality, listen to your body, oh I’m stubborn, I do not like work hard thank God I got this position. If I in that position probably I cannot finish, I cannot take care of myself to complete the task given to me, that is why the personality might not require in the position. Yes, I guess so? So the contribution of this theory is extraordinary and it does not accept employees blindly if we follow this theory).

The context is the lecturer explained theory x and y from Douglas McGregor, and he mentioned that “*tidak menerima karyawan dengan buta-buta*” (not accepting employees blindly). The lecturer intends to explain the contribution of theory x and y, which means that a company will accept employees by testing an employee’s candidate through tests and interviews. The company does not see the educational background, for instance, whether the candidate is from a High School graduate, Vocational School graduate, Bachelor’s degree, or Graduate student. The company also does not see the social background like he/she has a family who worked in the company. Therefore, the

best way to recruit the employment is to give them a test and interview to know whether they deserve to get the position or not. If the students need to have background knowledge about theory x and theory y from Douglass McGregor to interpret the meaning, it is called particularized conversational implicature.

2. The Reasons for the Informants Used Conversational Implicature

Types of Conversational Implicature	Extracts	Flouted Maxim/Figures of Speech	Utterances	Reasons
Generalized	1	Manner	(send a voice note) Hello! I have been waiting five minutes. Where are you students?	Because ma'am wants the students to answer the questions
Generalized	2	Irony	Oh, does it mean that you haven't read the pages?	Because the students will feel guilty for not reading
Generalized	3	Manner	Unfortunately because it is still fresh from the oven fresh from the oven website LMS, and or kinds of module, the language itself still...	Because ma'am heard that the students were difficult to join in Language Assessment B course in syamok
Generalized	4	Manner	Then again I have to remind you that you have to see it by yourself and then try to understand it ya, although it needs time to understand this kind of formula because especially we are not from mathematics, we are not from physics, physics department...	Because the lecturer wanted the students to read the e-book

Generalized	5	Manner	so let me advise you, assignment is your truly friend, alright?	Because Sir wanted to give motivation for the students to accept the assignment with pleasure
Generalized	6	Irony	👍according to whom? Siapa yg bilang ini...Google ya..?	Because Sir saw that the answer from student A is similar to the answer from google
Particularized	7	Manner	(send pictures of yellow rice and mixed rice) In your mind? Your own process, please!	Because ma'am wanted the students to involve four stages of language production, namely 1) conceptualization, 2) formulation, 3) articulation, and 4) self-monitoring based on their experience after seeing the pictures.
Particularized	8	Manner	Lecturer: Abdi, abdi oke can you share your screen Abdi or? Student A : in whatsapp? Lecturer: in whatsapp? (laughing)	Because ma'am never heard someone can share the screen (zoom) via WhatsApp
Particularized	9	manner	<i>Jadi kalau stafnya bagus, karakternya bagus, tidak paka balli- ballisi, tidak paka seno-seno, atau tidak kasi naik,</i>	Because Sir wanted to describe the wrong attitude of the employee

			<i>tidak selalu pace. Apa itu pace? Panaicera, nah itu bagus...</i>	when working in a company
Particularized	10	manner	<i>Ya saya kira begitu ya? jadi kontribusinya luar biasa teori ini dan ini tidak menerima karyawan dengan buta-buta kalau menganut teori ini ya.</i>	Because Sir wanted to say that the contribution of theory x and Y from Douglass McGregor when recruiting employee

From the table above, generalized conversational implicature is more dominant than particularized conversational implicature. Based on the interviews with three EFL lecturers, the researcher found that the factors affecting the lecturers used implicature, namely 1) the situation of the conversation, 2) the place where the conversation occurs, 3) the material delivered by the lecturers, 4) the lecturers' expectations towards the students' responses, and 5) cultural differences.

In this study, the people involved in the conversation are EFL lecturers and students. The situations where the conversations take place is a formal situation that is the teaching and learning process. The setting of lectures, namely via WhatsApp group, zoom and google classroom. Of course, the context of learning online is limited, and the teaching and learning process is not the same as lecture directly in class or face to face. The materials explained by the informants sometimes make them violate the maxim. Besides, the students' responses are not the same as the informants' expectation, such as they took too long to respond to the lecturer questions, and sometimes the students do not use their ideas when answering the question. The last one is culture difference considering that students and the informants have different languages in communicating. Based on the researcher observations from the three lecturers who taught English, the researcher ever heard the third informant once pronouncing the local language that is Makassarese. The students who are not from Makassar did not understand the meaning of the utterance.

3. The Students' Responses on the Lecturers' Implicature

Based on the interviews with the students who taught by the informants, the researcher found several students' responses when they heard utterances or read sentences that deals with implicature. Their responses such as do something, shaking head, nodding head, and laughing. The data as follows:

Extract 11: searching for the answer immediately

NJ felt that ma'am M violated the maxim manner in the WhatsApp group. The conversation took from the first observation on September 2nd, 2020, via the WhatsApp group. The description illustrated in the following extract:

Lecturer : Please practice your spoken English! (ma'am asking student A)

Lecturer : Give response on vocalization! (ma'am asking student B)
 Lecturer : Explain about babbling! (ma'am asking student C)
 Lecturer : **Hello! I have been waiting five minutes. Where are you students?**

Based on the extract above, NJ thought that Ma'am uttered implicit meaning when asking the students to answer babbling and vocalization questions. The following interview considered to support data:

"from the implicit meaning I have *pendapat tentang* implicit meaning ma'am ever wrote the message like, **"hello? I have been waiting 5 minutes, where are you students? Kenapa hanya salam-salam terus?"** maybe from maybe I think from this sentence, ma'am wait for our answer from the questions that she gave. From the sentence my respond ***I saya secepatnya search the answer*** because I think ma'am need the answer from us (from the sentence, my respond I immediately search the answer because I think ma'am need the answer from us)."

(Interview with the student NJ, October 26th, 2020)

NJ also has read implied sentences such as ma'am wrote the sentence **"hello? I have been waiting 5 minutes, where are you, students?"** After reading the statement, NJ's response is she immediately searching the answer that ma'am asked even though ma'am already tags A, B, and C asked to answer the questions. At that time, the students only answer the greeting, and they did not answer the questions. From this statement, NJ understood what ma'am meant that ma'am was waiting for the student's answers. Similarly, with the question when ma'am asked, **"Kenapa hanya salam-salam terus?"** (Why do you only reply to the greetings?) NJ understood that ma'am wanted to see her answer, not only reply to the greeting like saying "waalaikumsalam ma'am," but she has to respond to the question given by ma'am.

Extract 12: shaking head when ma'am sent pictures about foods

NIM felt that ma'am M violated the maxim manner in the WhatsApp group. The conversation took from the sixth observation on October 7th, 2020, via the WhatsApp group. The description illustrated in the following extract:

Lecturer : (sent two pictures namely yellow rice and mixed rice) **In your mind? Your own process, please!**

Based on the extract above, NIM thought Ma'am uttered implicit meaning when asking the student to comment on the two pictures, namely *nasi kuning* and *nasi campur*. The following interview considered to support data:

"I think yes ma'am have sent ma'am sent two pictures in whatsapp group and then ma'am asked me to asked me to what is? And ma'am asked me to and **ma'am asked me to comment this 2 pictures which is two pictures is nasi kuning and nasi campur but nasi this two pictures looks like animal but in the other hand, this two pictures is also food, so it's confused for me** and then it's just it. I'm little bit confused and I'm *apa? Menggeleng-geleng kepala* (I'm little bit confused and what is it? Shaking head)."

(Interview with the student NIM, October 27th, 2020)

NIM read ma'am asked the students to comment on yellow rice and mixed rice pictures, and she was waiting for ma'am's instructions. After ma'am sent those pictures, ma'am asked the students to respond to the two pictures based on what they saw. NIM answered, "*these 2 pictures is looks like animal and nasi kuning is look like penguin and nasi campur is look like a goad if I'm not wrong*". She is unsure whether the two pictures are yellow rice and mixed rice because yellow rice looked like a penguin, and mixed rice looks like a goat. Therefore, she shook her head because she did not understand how to comment on the pictures. The question to comment on the pictures has implied meaning because she did not know the answer.

Extract 13: nodding head when ma'am said hyperbole utterance

NIM felt that ma'am A uttered hyperbole via zoom. The conversation was taken in the first observation on August 27th, 2020, via zoom. The description illustrated in the following extract:

Lecturer : okay if you already ee.. you can access it, you may go to the faculty here and then go to our faculty, languages and literatures. **Unfortunately because it is still fresh from the oven fresh from the oven website LMS**, and or kinds of module, the language itself still.. .. Ya I try to change change it but I think it's still the same ya that's one.

Based on the extract above, NIM thought that ma'am exaggerated things when she mentioned syamok. The following interview considered to support data:

"I think ma'am stated hyperbole. Yes ma'am say **this really fresh from the oven LMS**, ma'am talk about syamoke and then ma'am see this really fresh from the oven LMS. My respond is like because I think yes it is syamoke website is very very I mean ma'am just like using idiom, like idiom. I think ma'am state this sentence it's still fresh from the oven LMS because *ma'am itu mau menjelaskan kepada kita kalau syamoke itu LMS yang baru, website baru*. (I think ma'am state this sentence it is still fresh from the oven LMS because ma'am wants to explain to us that syamoke is the new LMS, new website)."

(Interview with the student NIM, November 1st, 2020)

Based on the extract above, NIM has heard ma'am said hyperbole utterance, saying, "**This is really fresh from the oven LMS**" via zoom. As previously mentioned by the researcher, the sentence, "this is fresh from the oven LMS", refers to syamok, a new learning management system for the students in the odd semester. NIM said, "my friends cannot join in the website and some of my friends is do not know how to use this website." The sentence "some of my friends" indicates that several students had joined in Language Assessment class B course, and some were not. Therefore, they asked ma'am how to log in, and ma'am said they must log in by using their SIA (Sistem Informasi Akademik) account. Because some of the students have a problem accessing syamok, ma'am said several times, "**this is fresh from the oven LMS.**" NIM's response is she was nodding her head means that she understood why ma'am said that utterance.

Extract 14: understood when Sir gave motivation

ARS felt that Sir T violated maxim manner via zoom. The conversation was taken in the fourth observation on September 28th, 2020, via zoom. The description illustrated in the following extract:

Lecturer : Iya, so this is the end session of this course, I hope you happy all and again thank you for joining in my class, the home assignment not many assignment I think for this week, so you can finish all you assignment and give it to me, that's also from another lecturers and **then assignment is not your enemy, so let me advise you, assignment is your truly friend, alright? So, enemy again I said assignment is not your enemy, assignment is your truly friend, alright?**

Based on the extract above, ARS thought that Sir once uttered implicit meaning when closing the meeting via zoom. The following interview considered to support data:

"I guess it has implicit meaning. It connects to what I have said before in terms of motivation and that what it is trying to say here is to accept the assignment that is given to you like accepting a person who then later on becomes your friend because that task saved you from being fired from your job. **I have no response to that."**

(Interview with the student ARS, November 12th, 2020)

ARS argues that Sir gave students motivation by saying, "assignment is not your enemy, assignment is your true friend." ARS said that Sir intended to motivate students to think of that assignment as their friend to have no reason to hate the assignment because it becomes their friends that can be useful as they work later in a company. He thought that the task would save them from losing their jobs. For example, they have learned the principles of management theory, according to experts. By doing the assignment, namely, make summaries of each chapter in the module, the students can learn many things. Thus, when ARS heard Sir uttered, "assignment is not your enemy, assignment is your true friend," he assumes it as a motivation. His response is he just listened to that utterance, and he understood what Sir meant.

Extract 15: laughing and shaking head because Sir mentioned the local language

AAA felt that Sir T violated the maxim manner via zoom. The conversation was taken in the second observation on September 14th, 2020, via zoom. The description illustrated in the following extract:

Lecturer : *Materinya adalah how to manage and how to <X words X> Ada pertanyaan sampai disini? ada pertanyaan?* (Mention students name)

Student : (no answer)

Lecturer : ***tena ngasengmi. Mana semuami? Adaji?*** Ya silahkan kalau ada yang ingin ditanyakan, ada yang kurang jelas, ada yang pernah mengalami organisasi yang melibatkan manajemen, silakan kalau ada yang ingin bertanya. Nurmalasari ada pertanyaan? Widya? Masih ada? Ada?

Lecturer : ***Jadi kalau stafnya bagus, karakternya bagus, tidak paka balli- ballisi, tidak paka seno-seno, atau tidak kasi naik, tidak selalu pace. Apa itu pace? Panaicera, nah itu bagus***

Based on the extract above, AAA thought that Sir once mention several local languages, so he did not understand it. The following interview is considered to support data:

“And then there is another language when is makassar language that I don’t understand what the meaning of that word, maybe that’s all. Oh the local language is like *“tena ngasengmi”* I don’t understand what the meaning of that word. Yes I ever heard about that too when Sir explained us and the use local language for example like *“tidak paballisi’-ballisi’ and tidak selalu panaicera* actually it also that I don’t understand, yes I don’t I don’t understand that language because maybe the language in very ee very hard to understand. @maybe when action maybe **I’m laughing actually** because I mean that’s the local language, it’s a funny I mean because I never hear before that words .”

(Interview with the student AAA, November 17th, 2020)

AAA heard Sir spoke a local language that is Makassarese via zoom. The example of the sentence like *“tena ngasengmi.”* Because he is not from Makassar, he did not understand the meaning of that word. Sir uttered that utterance when he saw only a few students joined in zoom meeting. Besides, he also heard the words *“paballisi’-ballisi’ and tidak panaicera.”* He also did not understand the meaning of that word because he is from Pinrang. Therefore, he was laughing because he never heard those words before. He suggests that because Sir is a lecturer, he should speak in Indonesian or English. He added that he was laughing because the sounds of those words are funny. He was shaking his head because he did not understand the meaning of the word *“tena ngasengmi, tidak pakaballisi-ballisi’, tidak panaicera.”*

E. CONCLUSION

Based on the results of data analysis about implicature, the researcher writes the conclusions as follows:

1. The researcher found that there are several meanings of the conversational implicature produced by the lecturers in the EFL class. The meanings of the utterances spoken and written by the lecturers in the EFL class namely the lecturers or the informants intended to ask questions, to request, to say something, to clarify, to suggest, and to motivate the students.
2. There are several reasons why the informants uttered conversational implicature. The reasons are because the students did not answer the question, the lecturer heard that the students were difficult to join in LMS, the lecturer wanted the students to read the e-book, the lecturer wanted to give the motivation to do the assignment, the students just copy-paste the answer from google, lecturer wanted to check students’ comprehension about the material, the lecturer wanted to clarify something, and to explain something.
3. The students’ responses when they heard or read lecturers’ utterance that contains implicature depends on the maxim that violated by the informants, and figure of speech such as irony, hyperbole, and metaphor. The students’ responses are she do something, and nodding her head means they understood the lecturer implied. While she was shaking her head and he was laughing because they did not understand the meaning of utterances.

The researcher expected this study to teach conversational implicature spoken and written by the EFL lecturers in EFL class. Besides that, this study can be used for EFL teachers as a reference to teach implicature. This study can be used for the students to enrich their knowledge about conversational implicature. The researcher conducted this study via WhatsApp group, zoom, and google classroom. Therefore, the researcher suggests that further researchers who want to investigate the implicit meaning may explore conversational implicature in depth by using Grice's theory of cooperative principle to combine another theory like politeness with larger samples to get a perfect result. The researcher expected that this study could help the readers increase knowledge about the conversational implicature in EFL class online.

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